

## Read-Aloud Activities for Families

**PHONEMIC AWARENESS:** The ability to hear, identify and manipulate individual sounds in spoken words.

### PHONEMIC ACTIVITIES

- ☐ Point to letters and ask what letter they are.
- ☐ Talk about the sounds in words, ie: "tell Tammy to talk" - each word begins with the same beginning sound.
- ☐ Make up non-sense words that rhyme, ie: "carrot", "barrot", "sharrot"
- ☐ Clap the syllables in a word, ie: "love-ly", "drink", "tooth-brush", etc.
- ☐ Ask which sound is at the beginning of words and at the ending of words, ie: "What is the first sound you hear in the word, "dog"? What is the last sound you hear in the word "dog"?"

**PHONICS:** The relationship between the sounds of spoken language and the letters in written language.

### PHONICS ACTIVITIES

- ☐ Use short and familiar words to point out letter and sound relationships. Write letters, point to each one and ask the student to help you say its sound.
- ☐ Listen for sounds - ask children to listen for a particular sound in a book that you read. ie: "As I read the next paragraph, raise your hand when you hear a word that begins with the sound /b/.
- ☐ Sort words - write some words from a story on paper or a board. Sort the words into those with the long vowel sound and those with a short vowel sound. Play with word families (phonograms) - pick a word from a story, such as "bat". Ask children what the word would be if the first letter is changed to an "f", to a "c", to an "r", etc.

**FLUENCY:** Reading accurately and effortlessly with expression. This is primarily learned by listening to fluent readers.

### FLUENCY ACTIVITIES

- ☐ Read TO your children every day. A scheduled time and place works the best.
- ☐ Make reading fun by changing your vocal inflections: read quickly, slowly, loudly, softly, etc to match the story. Change your voice to "act out" a character. Express excitement, disappointment and sadness.
- ☐ Use your finger to point to words as you read.

- ☐ Echo Reading: Read one page of a story to your child. Model fluency. Ask your child to read the same page after you. Read the story like this, one page at a time.
- ☐ If you own the book, use a pencil to underline phrases. Re-read the page showing how the phrases can make it easier to read smoothly and with feeling.

**VOCABULARY:** Knowing and understanding words. Most vocabulary is learned indirectly from parents. Some vocabulary needs to be taught.

### VOCABULARY ACTIVITIES

- ☐ Purchase a Children's Dictionary. Use the dictionary as a learning tool. Show your child how to look up words. Talk about alphabetical order and guide words. Show your child that some words have several meanings.
- ☐ Keep your dictionary close to you as you read stories to your children. Look up words that are not yet a regular part of your child's vocabulary.
- ☐ Read from a variety of genres that can introduce your children to a range of vocabulary words: poetry, fairy tales, informational texts, etc.
- ☐ Make a list of unknown vocabulary words from a story. Look them up in the dictionary and read the different meanings. When you come to each word in the story, help your child choose the best definition for the context.

## TEXT COMPREHENSION:

Understanding what is being read.

### COMPREHENSION ACTIVITIES

- ☐ Show the cover of the book. Read the title. Ask your children to guess what the story is about based on the title and cover.
- ☐ Ask children questions about what was read - who? what? when? where? and how? For young children do this at the end of each page.
- ☐ Ask questions that connect the text to your child's life. ie: "What would YOU tell that person?"; "Which color would YOU paint the house?"
- ☐ Talk about the illustrations. Point out interesting things about the illustrations and listen to your child's input about them.
- ☐ Ask questions that help your child put the story order in sequence. "What has happened so far in the story?"; "What happened to the boy when he first woke up?"; "What happened after that?"; etc.
- ☐ Ask questions that will assist your child in summarizing the story. "What was the funniest part of that story?"; "Why did Nancy want to go to the Zoo?"